

# The Flyleaf

Friends of Fondren Library Vol. 32, Nos. 3-4

Summer-Fall, 1982



## RICE UNIVERSITY FONDREN LIBRARY

Founded under the charter of the university dated May 18, 1891, the library was established in 1913. Its present facility was dedicated November 4, 1949, and rededicated in 1969 after a substantial addition, both made possible by gifts of Ella F. Fondren, her children, and the Fondren Foundation and Trust as a tribute to Walter William Fondren. The library recorded its half-millionth volume in 1965; its one millionth volume was celebrated April 22, 1979.

## THE FRIENDS OF FONDREN LIBRARY

The Friends of Fondren Library was founded in 1950 as an association of library supporters interested in increasing and making better known the resources of the Fondren Library at Rice University. The Friends, through members' dues and sponsorship of a memorial and honor gift program, secure gifts and bequests and provide funds for the purchase of rare books, manuscripts, and other material which could not otherwise be acquired by the library.

## THE FLY LEAF

Founded October 1950 and published quarterly by The Friends of Fondren Library, Rice University, P. O. Box 1892, Houston, Texas 77251, as a record of Fondren Library and Friends' activities, and of the generosity of the library's supporters.

Editor, Virginia Innis; Associate Editor, Lauren Brown; Editorial Committee, Sally Squire, Samuel Carrington, Mary Woodson, V. W. Topazio

## FRIENDS OF FONDREN LIBRARY

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COVER: Xanadu drawn for Mr. Elmer Gray, Los Angeles, by Bertram Grosvenor Goodhue. Goodhue was associated with Cram, Goodhue and Ferguson, an architectural firm responsible for many of the early buildings of the Rice campus.

*Photographs by James Aronovsky,  
Pamela Morris and Ardon Brown*

## A L E T T E R   T O   T H E   F R I E N D S

Dear Friends:

The Friends of Fondren Library is excited about its rich and varied program for 1982-83. Most of you have received the printed calendar of programs, a first for us this year, but, for those who have not, we are reprinting the schedule on the reverse side of this page.

I hope you will participate in as many of these events as possible. The Program Committee believes there will be "something for everyone," and, besides giving important financial assistance to the Library, these activities are planned to provide educational and recreational benefits for our members.

We look forward to seeing you on Sunday afternoons for lectures and the Shepherd Society Schubertiad, as well as on the Saturdays in February and March when we will recreate Monte Carlo and enjoy an excursion to Austin to see libraries and, with luck, bluebonnets, too.

Each and every Friend of Fondren Library is sure to enhance his or her life by joining us on some occasion during the coming year. I anticipate with pleasure meeting both old acquaintances and new throughout the months ahead.

Peggy Abadie  
Vice-President, Programs

## C O N T E N T S

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FRIENDS OF FONDREN LIBRARY



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# CALENDAR

1982 – 1983

**Thursday, September 16** BOOK AND RECORD SALE. Preview for Friends and Faculty, Basement, Fondren Library, 5:00 to 8:00.

**Friday and Saturday, September 17-18** BOOK AND RECORD SALE. Open to Public, Basement, Fondren Library, 10 to 5 Friday, 10 to 1 Saturday.

**Sunday, September 19** RARE BOOKS—THE LANDSCAPE OF IDEAS, Sir William Rees-Mogg, Chairman, The Arts Council of Great Britain, Chairman, Pickering & Chatto, Ltd., antiquarian booksellers, former Editor of *The Times*. Kyle Morrow Room, Fondren Library, 3:30, reception following.

**Saturday, October 16** HOMECOMING BRUNCH for Friends and Rice Engineering Alumni. Woodson Research Center, Fondren Library, 9:00 AM. Awards Ceremony, 9:30.

**Sunday, November 7** AMERICA AND PALESTINE: A SAD AND TWISTED HISTORY, Allen J. Matusow, Dean of Humanities, Professor of History, Rice University. Kyle Morrow Room, Fondren Library, 3:30, reception following.

**Sunday, January 16** A SCHUBERTIAD, a nineteenth-century event, featuring the music of Schubert and performances by members of the Shepherd School. Kyle Morrow Room, Fondren Library, 3:30.

**Saturday, February 26** SATURDAY NIGHT III, An Evening in Monte Carlo. Fondren Library, 7:00. Auction, 10:00.

**Saturday, March 26,** LIBRARY TOUR OF AUSTIN, TEXAS, including LBJ Library OR Humanities Research Center, U. of Texas. Subject to demand. Parking Lot "C" at Gate 12, Rice Campus, 8:45 AM, return 7:00 PM.

**Monday, April 18** FRIENDS PREVIEW OF STUDENT ART SHOW, Sewall Gallery, Rice University, reception, 7:00 to 9:00.

**Sunday, May 8** THE PURSUIT OF RICE IN TEXANA, Gilbert Cuthbertson, Professor of Political Science, Rice University. Kyle Morrow Room. Fondren Library, 3:30, followed by Annual Meeting and reception.

## PLEASURE-DOME OR CAVE OF ICE: THE WORKING LIBRARY

George Williams

*In Xanadu did Kubla Khan  
A stately pleasure-dome decree: . . .  
That sunny dome! those caves of ice!*

— S. T. Coleridge

The disease of work infects almost everybody at Rice University. The students have it; the faculty have it; even the administrative officers look sometimes as if they were coming down with it. As for the Fondren Library, it got a long headstart by contracting the disease when its building was constructed thirty-five years ago.

That was the time when “functionalism” was the regnant architectural ideal. And the architects of the Fondren Library, pursuing this ideal with almost excess devotion, managed to eliminate from their great project virtually all non-functional frills of ornament, imagination, charm, and beauty. They aspired to create no pleasure-dome soaring above the flat central quadrangle, but sober housing for a rigorously functional “working library.” And a “working library” the Fondren has increasingly become.

If a new student, or his parent, or the casual visitor does not get the message of a “working library” from the Fondren’s exterior, he gets it full force from the interior. The moment he enters the front door he finds himself within a cuboid cavern devoid of architectural adornment. This austerity is accented by furnishings appropriate to a “working library”: a stone-grey solid enclosure accommodating the doorman, a great black bulletin board hung on one wall, an inconspicuous display case at each end of the cavern, and two tall display cases looming just ahead. The small cases are filled, at this writing, with allurements such as copies of *Chemical Abstracts*, *Social Sciences Citation Index*, and several Government publications, including a sample listing of current U.S. Patent grants, one issue of the *Congressional Record*, and a pamphlet on “The Number of Inhabitants of Wyoming.” The two tall cases, by virtue of being too wide for the corners they occupy, are thrust out diagonally into the visitor’s path, and more or less force him to look at two good functional working-maps of the library.

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NOTE: University administrators, faculty, and librarians often hate to admit it—but a university was never meant to be exclusively a research facility for faculty and graduate students. Professor F. M. Rogers, of Harvard, makes the point emphatically: “Universities are organized as teaching institutions. They are endowed as teaching institutions. Parents pay their offspring’s university fees, and of this there can be no doubt, because universities are teaching institutions.” It is as a teaching institution that the university, with its library, is contemplated in this essay.

As the visitor proceeds past these cases into the library itself, his earlier impression that this is indeed a “working library” are confirmed. Just to his right, reference librarians busily answer questions and telephones; beyond them stands a battery of busy computers; beyond these range tier on tier of plain and sturdy cases of card-catalogues; just in front stretches the bustling circulation desk with still more computers; and everywhere hang neat and highly functional directional signs. Only to the left is a slight concession to non-functionalism. Here, in an area almost fifteen feet square, are shelved newly acquired books, with a comfortable chair for anyone who may wish to steal from his work a moment of idle browsing. The chair is usually unoccupied.

Upstairs, on the second floor, the visitor will find two other concessions to a limited non-functionalism. One of these is the Kyle Morrow Room, a beautiful and restful hall memorializing a dreamy, sweet, highly intelligent, and impractical former student at Rice whom I remember well. This room, however, is normally and fittingly kept fast shut—under lock and key against the intrusion of “unauthorized” persons. The other non-working area is a tiny lobby to the Kyle Morrow Room. With its soft carpeting, easy chairs, great curved couches, and view out the window toward the incredible non-functionalism of Lovett Hall, this little lobby sometimes has power to tempt students from their customary academic labors. But this second concession to the non-working spirit is minor. Anyhow, the walls around the lobby are subtly functional in that they are covered with reminders that Rice is receptive to cash donations—reminders in the form of thirty-three documents excruciatingly identical in size, identically designed, and identically framed, all hung side by side with geometric accuracy of spacing, and each one thanking some previous donor of cash to Rice. (Is it an accident that, right next to the elevator where everyone will notice it, looms the blankly conspicuous emptiness of an incompletable pattern, silently entreating some prospective donor to fill it?)

But small jokes about all this are really unfair. The Fondren Library, with its relatively new administration, is not responsible for things as they now are. What the library is today is the result of several forces over which nobody has much control. These include (1) a thirty-five years’ inheritance that cannot be outgrown overnight; (2) the irresistible mandates of contemporary American society; and (3) centuries-old concepts of education that only a general intellectual revolution can overthrow. Let me briefly consider these last two.

As for contemporary American society, Richard J. Barnet (formerly of Harvard, Yale, and Princeton, and now Senior Fellow of the Institute for Policy Studies) wrote earlier this year of “the stunning decline of American power that marked the 1970’s: humiliation at the hands of Iranian hostage-takers, helplessness to prevent the Soviet Union from becoming a formidable military power, impotence in the face of the brutal Soviet counterinsurgency drive into Afghanistan, and chronic refusal of America’s allies to share the world view of official Washington”—to all of which Barnet might now add America’s impotence with respect to the Middle East, Poland, and Latin America, and the worst economic depression in fifty years, with no foreseeable end. Threatened thus on all sides, university students (and their parents) demand what they hope will be the personal security of vocational training. As a result, America’s universities are swiftly becoming (or have already become) mainly advanced vocational schools. University libraries can’t do much about this trend. When students, faculty, and administration pressure the library to be, in every sense of the word, a “working library” catering to the clamor for vocational education brought on by grave national insecurities, the librarian has to give in. It’s a pity.

Even more pressure comes from America’s venerable dogmas about educational method. With our unjoyful Judeo-Christian background, to which has been added an even more unjoyful overlay of Puritanism, most Americans, when they get really serious about things, are likely to feel that, as Jacques Barzun says, “drudgery, discipline, and conformity” are prime virtues. “Life is real, life is earnest.” Joy for its own sake is suspect—even intellectual joy, aesthetic joy, creative joy. “There is no royal road to knowledge”: the road leads through “drudgery, discipline, and conformity.” And though the worst of the old eighteenth-nineteenth-century rigors have somewhat abated, twentieth-century American education still hankers for that ancient trio of “drudgery, discipline, and conformity” in its young people. Teachers, professors, and students seldom understand that the process of education ought to be, and can be, in Milton’s words, “so sweet, so green, so full of goodly prospects, and melodious sounds on every side, that the harp of Orpheus were not more charming.” It has never dawned on even the students that learning can be, and ought to be, in Rabelais’s words, “so easy and so delightful as to seem rather the recreation of a king than the study of a schoolman.”

Twenty-four hundred years ago Plato advised educators: “Do not train boys to learning by force and harshness, but lead them by what delights them.” But few American educators have experimented with this method beyond the kindergarten stage. They resort instead to the old standby of demanding “drudgery, discipline, and conformity.” This year’s matriculation

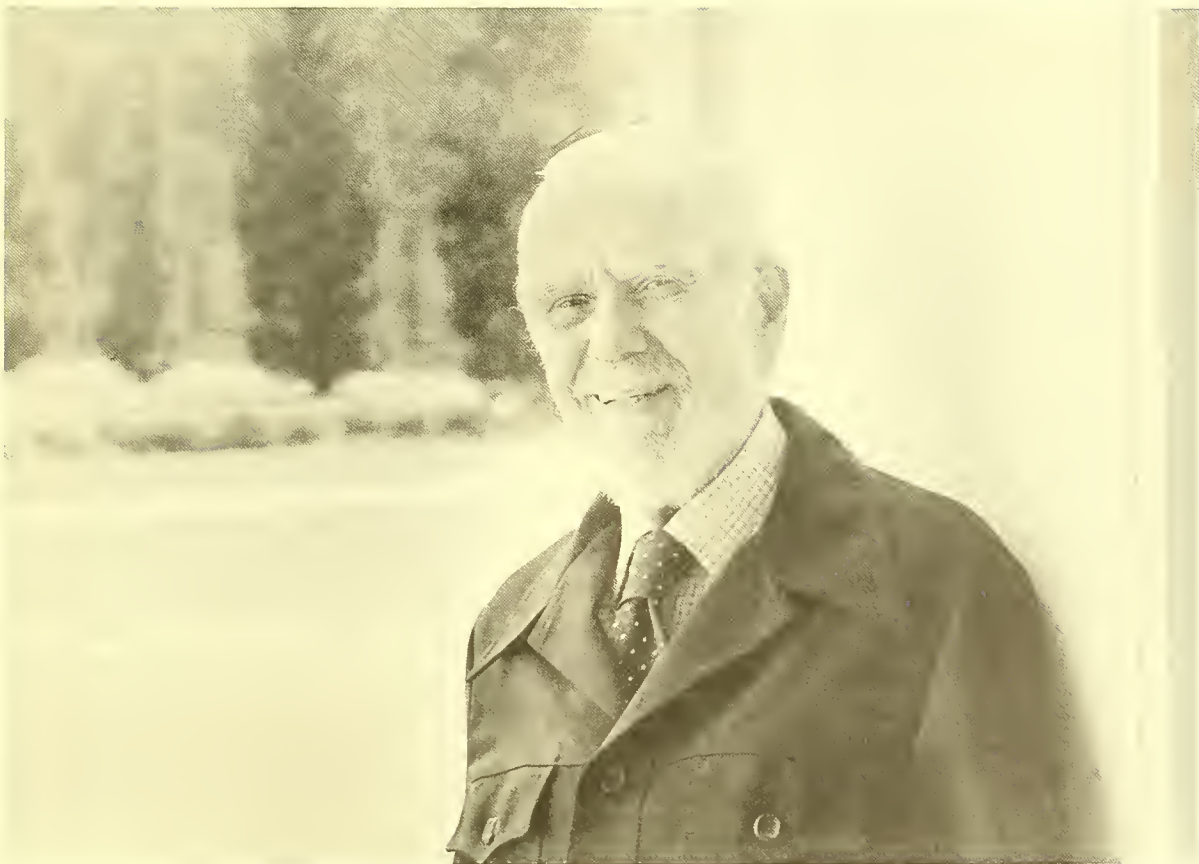
address to the freshman class, as well as an early editorial in the student newspaper, alluded to the heavy work-load Rice students must bear (a “pressure-cooker” life), and advised students to take time off for play and fun. Neither the professor who gave the matriculation address nor the student editor seemed to realize that intellectual or creative work itself (if the student is introduced to it by a Platonist instead of a Puritan) is play and fun. Of course the early-American habit of learning without joy carries over into the university library—which then begins to be a “working library” rather than, as William Godwin said with a very special significance, “a place to revel in.”

What the university and its library develop into depends ultimately on what they regard as the purpose of education. On this topic thousands of philosophers have offered their opinions. One of these opinions that Rice University and its library might consider is that of the philosopher-architect Ralph Adams Cram, architect of Rice’s first buildings and original planner of the Rice campus. Cram put it this way: “It is universally recognized that the prime object of all education is the development of inherent character.” But he wrote that in 1919—and what was a plain truism then has become an almost incomprehensible abstraction today. “Developing inherent character”—what on earth did the man mean?

I don’t know exactly what he meant. But I have an idea he meant something like self-fulfillment: cultivating and developing every aspect of the human mind—variety and largeness. I imagine he meant that real education makes people familiar with and excited by many different and conflicting aspects of man, society, history, literature, art, science, nature, morality, religion—meanwhile recognizing that “Every single one of them is right” in some ways, and also wrong in some ways. I imagine he meant that education is the opposite of pure vocationalism, specialization in one area only, self-limited knowledge, circumscribed interests, uncritical acceptance of the given and approved. I imagine he meant also that an altogether educated person is likewise a creative person—one who adds something that he alone can add to the world’s treasury of ideas, art, literature, knowledge, or material construction.

Whether or not all this is exactly what Cram had in mind, it is certain that variety and largeness of education cannot come out of the separate, specialized, and often competing departments of a university. Only the university library can contain it all; the university library is the nerve-center, the true headquarters (pun intended) of all education on the campus. But its obligation is more than just to *be there*. It needed to be there with an active, positive, outreach program: it should be an educational force in its own right. To carry out its program, moreover, it should try to become so attractive that students *love* it—not because it is an adjunct of the university’s rampant





George G. Williams, Professor Emeritus of English, continues to write entertainingly and well as seen in the article he graciously agreed to write for *The Flyleaf*.

vocationalism, but as something *intrinsically* enticing, alluring, seductive: Emerson considered his library “a kind of harem!”

Nobody has asked me to suggest what Rice’s Fondren Library might do to become actively educational—and the librarians themselves probably have better ideas than I could ever have about how to transform a competent “working library” into a love object. But I can indulge in a little wishful thinking. I have dozens of wishes about our library that I would like to see come true. But, as in all respectably fairytales, I shall confine myself to three—one big one, and two small ones.

As for the big one, I wish that a row of the study-rooms at the ends of each of the upper floors could be knocked together into a large room to be used as a student lounge—a room with carpets, easy chairs, convenient tables, and expendable copies of newspapers and readable journals for students to read—maybe such journals as *Science Digest*, *Science 82*, *Psychology Today*, *The Artist’s Eye*, *Oriental Art*, *Film Comment*, *Drama Review*, *Poetry*, *American Poetry*

*Review*, *Short Story*, *New York Times Book Review*, just as a starting list.

The two wishes that remain are less ambitious. I wish that the thirty-three identically framed and soporifically geometric documents on the walls of the second-floor lobby were replaced by original and attractive paintings, perhaps paintings by students in the Art Department, with the exhibit changed seasonally. Finally, I wish something drastic could be done about the speluncar cavity that is the entrance lobby. Maybe the walls can be decorated with some murals. Winged cupids, athletic gods, and naked goddesses would be exciting—but perhaps *too* exciting for young people. Some wheels, bridges, laboratories, and microfilm viewers would go very well with the concept of a “working library”—but then that’s what we are trying to get away from. I think I would settle for some pictures of mammoths and woolly rhinoceroses: they would suit the entrance lobby very well, and they would inform all comers that the Fondren is not entirely dedicated to drudgery, discipline, and conformity.

## A FINE GIFT TO THE LIBRARY

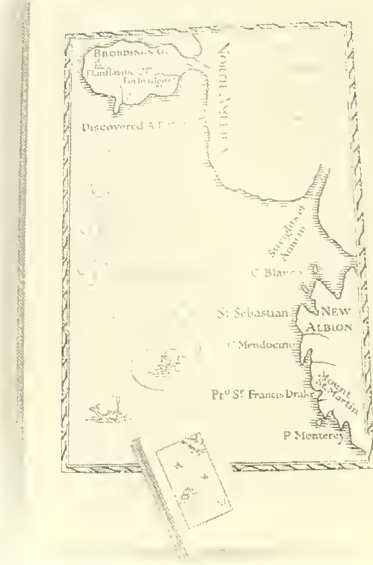
Lauren R. Brown

*In the world of publishing, the Limited Editions Club is unique — never before have the classics of all literatures been published in such worthy form for distribution on a regular basis to a relatively large group of connoisseurs over so long a period of years.*

These words, written by Robert L. Dothard in the 1950's for the twenty-fifth anniversary of the Limited Editions Club are even more appropriate today. New volumes of classic literature in this distinguished series continue to be designed and printed for current subscribers to the Club. Thanks to the generous donation of General and Mrs. Maurice Hirsch, the entire span of publishing by the Limited Editions Club, from 1929 to the present, is available to researchers of the art of the book and readers of the classics; the collection will be housed in Fondren's Woodson Research Center. The Hirsch donation comes with a fine set of the Great Books of Our Time series, published by the Franklin Library.

The basic aims of the Limited Editions Club, founded by George Macy in 1929, have remained constant: to reissue the world's great classics with the highest standards of literary excellence in the choice of titles and the texts themselves, and to enlist the talents of the world's ablest book designers, illustrators, printers, and binders. The Club has issued nearly six hundred titles, generally in editions of 1500 to 2500 copies. The reasons for the limitation have been both practical and aesthetic. Letterpress type begins to show wear, especially on hand- and mould-made papers, at approximately fifteen hundred impressions, crisp, deep-biting and evenly inked presswork can be achieved only with small editions and a moderate number of pages-per-form. There are also a "limited" number of people who will regularly seek to acquire classics in superlative dress.

Macy's formula (continued by his wife after 1956 and by others since 1971) has been well-executed: the world's most distinguished typographers and illustrators have contributed their talents for over fifty years—often with spectacular results. There are many highlights to the collection: most worthy of mention are Aristophanes' *Lysistrata*, illustrated and signed by Pablo Picasso; James Joyce's *Ulysses*, illustrated and signed by Henry Matisse and signed by Joyce; Walt Whitman's *Leaves of Grass*, illustrated with mounted photographs by Edward Weston; Kenneth Graham's *Wind in the Willows*, illustrated by Arthur Rackham; and John Steinbeck's *The Grapes of Wrath*, illustrated and signed by Thomas Hart Benton. The collection



A large folio ("A Voyage to Brobdingnag") and a miniature volume ("A Voyage to Lilliput") combine to form one of the publications of the Limited Editions Club—*Gulliver's Travels*, written by Jonathan Swift.

also includes several books designed by Bruce Rogers including his celebrated *Gulliver's Travels* with its miniature and folio volumes. In recent years, the Club has been graced by the work of book designers Adrian Wilson and Giovanni Mardersteig.

Limited Editions Club books are not only looked at, but also looked into. Great care has gone into the preparation and selection of the texts. The Club's edition of *Tom Sawyer* contains a considerable amount of textual material never previously published; both *Mutiny on the Bounty* (Charles Nordhoff and Norman Hall) and *Of Human Bondage* (Somerset Maugham) contain textual revision by the authors of these works that do not appear in the trade editions; *Great Expectations* contains, for the first time in any edition, the original "unhappy" ending, which Charles Dickens had altered due to the intervention of Sir Edward Bulwer-Lytton; the fairy tales of Hans Christian Andersen appear in a fine new translation by Jean Hersholt, and Boswell's *Life of Samuel Johnson* has the marginal notes of Mrs. Piozzi, a feature that would have infuriated Boswell, but adds pleasure and a heightened understanding of the times for the readers of today. Many more examples could be provided to show evidence of the contributions made by the Limited Editions Club to textual and literary scholarship.

This fine collection is tied together by subscription number 555—that of General and Mrs. Hirsch. In like manner, their donation to the Fondren will insure a continual bond of gratitude to them by present and future patrons of the Library.



## "RARE BOOKS—THE LANDSCAPE OF IDEAS"

Sir William Rees-Mogg of London drew enthusiastic applause and repeated laughter during his witty, thoughtful lecture to sixty Friends and bibliophiles on Sunday, September 19th, in the Kyle Morrow Room. Sir William, recently knighted by Queen Elizabeth, is a former editor of *The Times* and currently Vice-Chairman of the British Broadcasting Corporation and Chairman of Pickering and Chatto, antiquarian booksellers. He came to Houston in his capacity as Chairman of the British Arts Council on the occasion of the British Arts Week sponsored by the Institute of International Education.

Marguerite Johnston Barnes, assistant editor of *The Houston Post* and long-time Friend of Fondren introduced the distinguished guest after a brief welcome by Friends' President Thomas D. Smith. Sir William's talk touched on several aspects of rare book collecting. His own boyhood discovery of Boswell's *Life of Johnson* led to a lifelong preoccupation with English letters and early editions. He described as addictive the pleasure of holding in one's hand a rare copy of a favorite work and, indeed, looking over some of the treasures that Sir William brought with him to the lecture was a particular treat for the book lover. An eighteenth-century edition of Thomas Gray's *Elegy Wrote in a Country Churchyard* was one of the more

notable volumes.

Sir William went on to survey shifts in twentieth-century taste as they were reflected in prices for eighteenth-century English authors. Auction records can provide a window into the concerns of an entire period. The Georgians and the Bloomsbury group admired elegance and wit, and writings that dealt succinctly with biography and topical issues; hence the enthusiasm among collectors for Dryden, Addison and Steele, and Johnson's *Lives of the Poets*. The Second World War, and T.S. Eliot, increased the stock of literature devoted to irony and paradox: Donne, and Pope's *Dunciad*, for instance. Since the war, Dryden, Walpole and Milton have steadily lost favor with collectors, while "Johnson's Johnson," as opposed to Boswell's Johnson, has been rediscovered. Through all the market fluctuations, one author has stayed as steady as AT&T: Jonathan Swift. "Book-sellers depend on Swift, year in and year out; his works sell more consistently than any others." Sir William said.

We learned from this entertaining lecture that one person's rare book may be another's poison, and one decade's prize may well be a drug on the market in another period. As always, *caveat emptor*.



Sir William Rees-Mogg, Marguerite Johnston Barnes, and Thomas D. Smith, President of the Friends, left to right.

# BOOK REVIEW

Charles F. Squire

Stanley, Steven M. *The New Evolutionary Time Table: Fossils, Genes, and the Origin of Species*. New York: Basic Books, Inc., 1981.

The recent book by Professor Steven M. Stanley paleobiologist and author, will be enjoyed by a wide range of scholars from all disciplines, by applied scientists at earth resources industries, and by the general intellectual public. The author writes clearly and with enthusiasm about the entire history of the origin of species from Charles Darwin's early work in the 1800's to modern concepts of macroevolution or quantum speciation. Stanley uses the words "punctuational model or scheme" for the new concept of evolution of species. Erwin Schrodinger in *What is Life*, published by the Cambridge University Press in 1946, used the words, "'Jump-like' mutations—the working-ground of natural selections." This would be in contrast to a microevolution suggested by Darwin for the gradual change of species over enormous spans of time.

Professor Stanley emphasizes that geologists and paleontologists have shown from the earliest years (1800) that fossil evidence indicates that a species is very stable over many million years and does not give evidence of gradual but continuous change. A new species like the polar bear, rather abruptly appeared and no fossil evidence exists of the polar bear before some 40,000 years ago. To be sure, he came from another species of bear, but somehow got isolated and separated. The fossil record also show that a species may become extinct in a rather short geological time interval (e.g., the giant sloth and also, closer to our species, the Neanderthal man).

Charles Darwin was troubled by the fossil evidence available even in his day because it seemed to refute his theory of the gradual evolution of species. He decided the fossil evidence was inadequate and author Stanley suggests this may have been wishful thinking. Darwin could see that fossil evidence found in deposits indicated the age of the earth was hundreds of millions of years and *that* huge time span was needed for his concept of gradual evolution of species. He was troubled also by Lord Kelvin's mathematical proof that the earth's age was not nearly so great because the earth would have cooled over a much shorter

span of time. Kelvin's theory was not correct, because his knowledge of the earth was incomplete. He did not know about nuclear transformations causing internal heating of the earth. But then Kelvin thought, "heavier than air flying machines are impossible." Kelvin could not imagine the modern light-weight engines that can produce enormous horsepower for airplanes.

Not all scientific knowledge available to Charles Darwin and his scientific colleagues was properly interpreted in his day. The great genetic work by G. Mendel was available but simply ignored (not read). Still Darwin had strong support from eminent scientists such as T. H. Huxley and C. Lyell for his concept of the origin of species. Author Steven Stanley shows great admiration and understanding of Darwin's thrust into the field of evolution of species.

It seems appropriate that the Fondren Library copy of Stanley's book has been given in memory of Professor Joseph Illot Davies, who lectured on these topics to Rice students so eloquently during the first forty years of the university. Professor Davies came as a young assistant to Julian Huxley, who was the first professor of biology at the Rice Institute. Julian Huxley was the grandson of Thomas Huxley and himself a famous biologist in Great Britain. How Julian must have worried the fundamental protestant group in Houston who held such firm concepts of creation!

None of the early scientists (1800-1940) could have guessed at the enormous knowledge gained in only the last four decades by biochemists and genetic investigators. At the molecular level and cellular level, there is a remarkable unity of the living world. Organisms today perpetuate many successful biochemical structures and mechanisms that emerged in the earliest living cells 3 billion years ago. We now know that evolution of species arises from the continual production of novel combinations of macro molecules called genes. This, together with preferential survival, by natural selection, allows organisms to adapt to their environment. Charles Darwin understood that later aspect as early as 1844. This combined process of quantum jump speciation and adaptation has allowed species of gradually increasing complexity and adaptability - e.g., here we are.

Author Stanley indicates a necessary condition that the new species must quickly be separated or isolated from the related species from whence it sprung. For example, the white polar bear pushed north among the ice floes to become a totally carnivorous fish and seal eater. He had evolved a new jaw and became a great swimmer. Stanley speculates how *Homo sapiens* might have evolved with special brain and brow structure some 400,000 years ago in the mid-East. Quite



*Dr. Charles F. Squire is a former professor of physics at Rice and at Texas A.&M. University.*

possibly this creature, our species, overlapped the Neanderthal species of Europe in time span and may have driven the Neanderthal to extinction. Both species had tools and walked upright but our species had the unique capacity for abstract thought and the ability to construct efficient tools including weapons.

Louis Leakey believed our species overlapped in time with the extinct species *Homo erectus*. Richard Leakey and Alan Walker in 1976 described remains of *Homo erectus*, a species of our own genus, found with a species of robust australopithecine within a thin stratigraphic interval in East Africa. The two species coexisted early in the Ice Age, from 1.6 million years ago to nearly 1.3 million years ago.

Quantum speciation or a "punctuational model" of evolution is the topic of Professor Stanley's exciting book. He does not deal with the biochemistry of enzymes, hormones, and the genetic material DNA (deoxyribonucleic acid). The story of chromosomes, ribosomes, and recombinant DNA methodology is left for other science books, including one of his own. However, Stanley's book is of great value from the point of view of paleobiology.

The donor has placed a much-needed (for the non-specialist) illustration on a blank page of the Fondren Library copy showing the Geologic Time Scale up to the present, dated precisely with the use of radioactive decay of atomic nuclei. (At Johns Hopkins University where Professor Stanley is presently located, students are now taught to put down a number like "1.3 billion years ago" rather than an era such as "PreCambrian", which simply has to do with Cambria, Wales where the rocks and fossils of Cambrian Period were found!) On the illustration, at the top of the scale, the four thousand years of recorded history by *Homo sapiens* would be no thicker than the paper it is printed on. Will we too become extinct?



## BOOK SALE MAKES HISTORY!

Twenty-five volunteer Friends of Fondren helped to bring about one of the most successful Book Sales ever! Since mid-August they have found their way to the depths of Fondren Library to assist Kathy Madole of Gifts and Exchanges in the seemingly endless task of pricing thousands of books. Conditions were far from ideal—Room B-19 was dusty, cold, and often clammy, but the volunteers persevered, as did student staffers Larry Daball and Kate Ericson, and Ronald Taylor at the loading dock. Thanks to their combined efforts, most books were sorted, arranged and priced in time, despite the necessity of bringing every donation around through the front door. The freight elevator had ceased to function in mid-summer and its malaise was beyond the scope of local repair persons.

Thursday, September 16th at five o'clock, doors were opened to Friends, faculty and staff buyers, and again, volunteers were on hand to ring up sales, bag books, and take in money. The scene was repeated on Friday for hundreds of students eager to avail themselves of bargains. Upstairs in the Music Library, Dean Corwin and two volunteers were selling records, sheet music and other related books.

Saturday, most books and magazines were half-price and many customers from previous days returned to shop. One man bought eighty-nine volumes of *Life* magazine, at \$3.00 and at least ten pounds each, much to the amazement of the work force. At that point, Connie Ericson proved that she had not forgotten how to push the book carts necessary to transport him and a half-ton of books to his car. By closing time, volunteers and staff were more than ready to shut down, although buyers were reluctant to leave and there were still plenty of books on the shelves.

Total proceeds were \$6,500, including \$1,500 for the Music Library. \$5,000 will be added to the Friends of Fondren Endowment Fund, the income to be used for purchases out of the reach of the budget but essential to the stature of the Fondren as a research library. The Friends wishes to extend sincere thanks to the book donors, volunteers and members of the library staff who contributed to this achievement.



*Juwil Topazio is shown pricing books for the Book Sale in Fondren basement.*

## FINANCIAL SUMMARY

### MEMBERSHIP ACCOUNT

Receipt of membership dues		\$ 27,683
Less expenditures:		
Staff and student salaries	7,916	
Printing	10,889	
Programs	1,650	
Photographic services	1,033	
Postage	1,027	
Other	43	22,560
Receipts over expenditures		<u>5,123</u>
Account balance, July 1, 1981		<u>1,894</u>
Account balance, July 1, 1982		<u>\$ 7,017</u>

### GIFTS AND MEMORIALS

Receipt of gifts		\$ 64,962
Less expenditures and commitments:		
Book purchases authorized by		
Librarian	29,903	
Woodson Research Center	10,000	39,903
Receipts over expenditures		25,059
Account balance, July 1, 1981	-	<u>22,863</u>
Account Balance, July 1, 1982		<u>47,922</u>

ENDOWMENT FUND BALANCE, July 1, 1982	<u>\$104,038</u>
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## GIFTS TO THE FONDREN LIBRARY

April 30, 1982—  
August 31, 1982

The Friends sponsor a gifts and memorials program for the Fondren Library which provides their members and the community at large a way to remember or honor friends and relatives. It also provides the Fondren the means to acquire books and collections beyond the reach of its regular budget. All gifts to the Fondren through the Friends' gift program complement the library's university subsidy.

Funds donated through the Friends are acknowledged by the library to the donor and to whomever the donor indicates. Gifts can be designated in honor or memory of someone or on the occasion of some signal event such as birthdays, graduation or promotions. Bookplates are placed in volumes before they become part of the library's permanent collection.

For more information about the Friend's gift program, you may call Gifts and Memorials or the Friends' office (527-4022). Gifts may be sent to Friends of Fondren, Rice University, P.O. Box 1892, Houston, Texas, 77251, and qualify as charitable donations.

The Friends and the Fondren Library are grateful to acknowledge the following gifts, donations to the Friends' fund and donations of books, periodicals, and other materials to the Fondren. All gifts enhance the quality of the library's collection and enable the Fondren Library to serve more fully an ever-expanding university and Houston community.

### GIFTS IN KIND

*Gifts of books, journals, manuscripts and records were received from*

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